

Montana Instructional Alignment Grade Level: 11		
Content Standards		
Communication Arts Content Standard 1 Speaking and Listening —Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
1.1	A. Analyze the ways in which the various components of the communication process interact in public speaking scenarios and evaluate the effectiveness of each component B. Analyze the ways in which the various components of the communication process interact in public discourse scenarios and evaluate the effectiveness of each component	Public discourse
1.2	A. In public speaking and discourse on public policy issues, adapt verbal and nonverbal communication techniques to match the protocol appropriate to topic, audience and purpose	Public policy issues, protocol
1.3	A. Reflect on listening strategies used in public speaking and discussions of public policy issues, evaluate their effectiveness, and adjust listening strategies to improve communication B. Demonstrate an understanding of the situations in which critical listening is essential and apply it appropriately C. Demonstrate understanding of the situations in which empathic listening is essential and apply strategies	Critical listening, empathic

	<p>appropriately</p> <p>D. Use critical listening strategies effectively (e.g., analysis of reasoning, rhetoric, evidence, word choice, tone, emphasis.)</p> <p>E. Use empathic listening strategies effectively</p>	
1.4	<p>A. Select and appropriately adjust topics that convey a clear and distinct perspective in ways that fit the audience, purpose, format and occasion of a speech</p> <p>B. Choose an appropriate organizational strategy such as problem-solution, pro-con, order of importance, etc.</p> <p>C. Select and use credible sources (which are corroborated elsewhere and whose biases are understood) as supporting materials</p> <p>D. Prepare and give persuasive, argumentative and critical analysis speeches using extemporaneous delivery</p>	Pro-con, corroborated
1.5	<p>A. Adapt communication to audience – public, group and interpersonal</p> <p>B. Adapt communication to setting – small groups, classroom, school</p> <p>C. Adapt communication to purpose – discuss, analyze, persuade, advocate</p>	Advocate
1.6	<p>A. Evaluate the verbal and nonverbal responses of others and adjust communication to stimulate an exchange of ideas</p> <p>B. Analyze comments, claims and evidence presented orally</p>	

	C. Evaluate the purpose of a listening situation and adjust response behaviors to accommodate the level of specificity needed	
1.7	A. Model appropriate strategies to listen to stories from different cultures including Montana American Indians B. Analyze how oral traditions have changed and or remained the same for a specific culture including Montana American Indians	
1.8	A. Analyze and discuss oral communication for examples of violations of legal and ethical standards of responsible communication	Violations, responsible communication

**Communication Arts Standard 2 Reading** — Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

Benchmark	Essential Learning Expectations	Essential Vocabulary
2.1	A. Apply knowledge of phrases and clauses to decode unknown words	Phrase, clause
2.2	A. Apply knowledge of word origins to derive word meaning	
2.3	A. Demonstrate oral reading fluency B. Demonstrate appropriate oral reading expression across a variety of increasingly complex texts, genres, and technical content C. Demonstrate comprehension of text through subtle and nuanced expression	Nuance
2.4	A. Select appropriate strategies to self-correct when comprehension of increasingly complex texts breaks down	

2.5	A. Use research-based sources to articulate connections between texts	
2.6	A. Make and revise predictions about classroom text B. identify textual evidence to justify predictions about text	Textual evidence
2.7	A. Generate and answer complex-literal questions B. Practice using all prior knowledge to generate and answer inferential questions across texts C. Generate and answer interpretive questions across texts D. answer evaluative questions	Inferential, interpretive, evaluative
2.8	A. Recall, explain, and use a series of events or the sequence of information to justify conclusions across texts B. Hypothesize how a series of events or a sequence of information relates to personal conclusions about a text	Hypothesize
2.9	A. Recognize and analyze why some supporting details are essential and other are non-essential across multiple texts B. Use main ideas and essential details to summarize text	Summarize, analyze
2.10	A. Make inferences based on subtle context clues across multiple texts B. Use background knowledge and/or textual clues to justify inferences across multiple texts	
2.11	A. Analyze relevant text features of multiple forms of media to enhance comprehension	

	B. Begin evaluating the effectiveness of relevant text features from multiple forms of media	
2.12	A. Evaluate the effectiveness of organizational structures within and across texts B. Compare organizational structures within and across texts C. Evaluate how cultural differences effect the organizational structures of text	
2.13	A. Compare and contrast information to draw conclusions within and across texts B. Compare and contrast information to synthesize ideas within and across texts C. Synthesize information from a variety of texts to draw conclusions	Synthesize
2.14	A. Identify and evaluate author's purpose, point of view and language use to deepen understanding within and across diverse texts, including those by and about Montana American Indians B. Evaluate author's bias and credibility to deepen understanding within and across culturally diverse texts, including those by and about Montana American Indians	
2.15	A. Set goals for reading progress independently B. Evaluate the effectiveness of personal reading goals	

<b>Communication Arts Content Standard 3 Literature — Students select, interpret, and respond to a range of literature.</b>		
<b>Benchmark</b>	<b>Essential Learning Expectations</b>	<b>Essential Vocabulary</b>
3.1	A. Analyze literary elements (e.g., setting, plot, character, conflict, resolution, point of view and theme) across increasingly complex texts B. Identify tone and discuss the impact the tone has on the work and the reader	tone
3.2	A. Critique how figurative language, detail, organization, style and imagery shape meaning and impact to the work and the reader B. Identify and discuss how diction shapes meaning and impacts the work and the reader	diction
3.3	A. Evaluate the literary techniques, devices, and elements authors use across a variety of texts and genres B. Analyze characteristics of literary genres including narrative non-fiction (e.g., memoir)	memoir
3.4	A. Analyze how literature reflects a society, including literature by and about Montana American Indians	
3.5	A. Analyze diverse literature to compare common human experiences across literary movements including those by and about Montana American Indians	
3.6	A. Create and support critical responses generated from engaging with literature B. Develop emotive responses generated as a result of engaging with a variety of literature	

	C. Support emotive responses generated as a result of engaging with a variety of literature	
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<b>Communication Arts Content Standard 4 Media Literacy — Students effectively evaluate and create media messages.</b>		
<b>Benchmark</b>	<b>Essential Learning Expectations</b>	<b>Essential Vocabulary</b>
4.1	A. View media messages presented in a variety of technologies B. Identify techniques and technologies used in media messages C. Examine how techniques and technologies influence meaning in media messages D. Examine how techniques and technologies influence effectiveness of media messages	
4.2	A. Evaluate the credibility of the sources of media messages	
4.3	A. Analyze the purpose of fact, fiction, and opinion in media messages B. Analyze the purpose of bias and stereotypes in various media messages C. Recognize the effects of fact, fiction, and opinion in media messages on diverse groups of people D. Recognize the effects of bias and stereotypes in media messages on diverse groups of people	
4.4	A. Identify the impact of norms and etiquette in the use and creation of media messages	

4.5	A. Analyze how the inherent consequences within media messages impact society as a whole	
4.6	A. Create media messages for a variety of audiences and purposes B. Evaluate media messages for a variety of audiences and purposes C. Evaluate created messages for appropriateness and effectiveness	
4.7	A. Analyze embedded values in media messages B. Analyze how the messages shape the perceptions of reality for individuals C. Analyze how the messages shape the perceptions of reality for cultures D. Analyze how the messages shape the perceptions of reality and societies	

**Standard: Communication Arts Content Standard 5 Writing** — Students will write to communicate effectively for a variety of purposes and audiences.

Benchmark	Essential Learning Expectations	Essential Vocabulary
5.1	A. Produce written arguments, informative/explanatory and narrative/creative works using the steps of the writing process. B. Critique written work and revise for effectiveness and impact	
5.2	A. Develop a thesis statement that illuminates the significance of the topic and clarifies the scope and purpose of the writing	



5.3	<p>A. Develop a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations and other information and examples appropriate to the audience's knowledge of the topic</p> <p>B. Use a variety of techniques to develop characters, events and settings in narrative writing</p> <p>C. Develop claims and counterclaims offering authoritative support for each and providing justification for the advocated position</p>	
5.4	<p>A. Develop an effective introduction</p> <p>B. Create an organization that logically sequences ideas so that each element builds on that which precedes it to build a unified whole</p> <p>C. Purposefully select and use transitions to communicate relationships between and among ideas</p> <p>D. Develop a conclusion that articulates the implications and significance of the topic</p>	
5.5	<p>A. Use figurative language (e.g. Metaphor, simile, analogy) and domain-specific language and phrases appropriately</p> <p>B. Analyze impact of sentence structure and fluency on meaning</p> <p>C. Select appropriate voice for desired impact and meaning</p>	

5.6	<p>A. Write legibly</p> <p>B. Apply conventions of standard written English</p> <p>C. Spell correctly</p> <p>D. Use parallel structure</p> <p>E. Use a variety of types of sentences</p> <p>G. Use punctuation appropriately and for effect</p> <p>H. Consult references (e.g. dictionaries, usage guides) to resolve usage questions</p>	
5.7	<p>A. Analyze the format, purpose, audience and tone in one's own writing</p> <p>B. Explain how format, purpose, audience, and tone in writing directs writer's intent</p> <p>C. Explain how tone impacts audience</p> <p>D. Write with sensitivity to the cultural background of the audience (including Montana American Indians)</p>	
5.8	<p>A. Evaluate effectiveness of forms/genres/mode in own and others' writing according to purpose</p> <p>B. Purposefully write argument, informative/explanatory and narrative/creative texts selecting a form that enhances effectiveness</p> <p>C. Write routinely single sitting or extended time frames (time for research, reflection, revision) and shorter time frames (single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences</p>	

5.9	<p>A. Compose written works of increasing complexity and sophistication in a variety of forms and genres</p> <p>B. Selectively and purposefully utilize prewriting activities, organizational structures, and revision strategies</p>	
5.10	<p>A. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem</p> <p>B. Narrow or broaden the research question when appropriate</p> <p>C. Gather relevant information from multiple print and digital sources using advanced searches effectively</p> <p>D. Assess the strength and weakness of each source in terms of the task, purpose and audience</p> <p>E. Determine the credibility of sources.</p> <p>F. Quote or paraphrase the data and conclusions of others and cite following standard citation format, avoiding over-reliance on any one source</p> <p>G. Integrate information into the text selectively to maintain the flow of ideas</p> <p>H. Share results of the research with others</p>	
5.11	<p>A. Appropriately reference sources in standardized bibliographic formats</p> <p>B. Use proper citation format in writing</p>	

5.12	<p>A. Independently set appropriate goals for writing progress</p> <p>B. Independently seek feedback in goal-setting and progress toward goals</p> <p>C. Independently monitor progress in goal-setting and achieving progress toward goals</p>	
5.13	<p>A. Choose task-specific writing activities to clarify and check comprehension of new concepts and ideas and to examine evidence</p> <p>B. Choose task-specific writing activities to extend and reflect on personal learning experiences</p>	